

connecticut news & notes

In 1998, the CT Department of Children and Families received 38,682 reports through its Child Abuse and Neglect Hotline. About 75% of those reports were accepted for investigation. Of those 75%, about half were confirmed cases of abuse or neglect. The following summary provides a look at the incidence of child abuse/neglect during 1997.

Physical abuse.....	4,351
Sexual Abuse.....	1,196
Physical Neglect.....	14,315
Emotional neglect.....	10,214
Medical neglect.....	1,210
Educational neglect.....	1,029
Other	
(incl. high-risk newborns).....	10,879

(Source: Primarily Prevention, Spring 1999)

Youth Violence in Connecticut Schools

Over 100 school districts in CT responded to the Safe Schools & Communities Coalition's survey on youth violence. Preliminary results from the 1998 survey found that:

- 36% of responding school districts indicated that student violence has increased over the last 3 years;
- the most frequently occurring types of school violence are vandalism (84%), assaults on students (81%), sexual harassment (63%) and weapons in schools (53%);
- perceptions of causes of violence in schools include family situations (85%), violence in the media (69%), lack of conflict management skills (70%), increased tolerance for violence by society and parents (64%), and abusive, violent role models (64%);
- the most effective school programs are student assistance teams (75%), school-police officer (75%), peer mediation (71%), staff development (67%), and youth leadership/support (58%).

(Source: The CT School-Family-Community Partnership Project)

"Be kind, for every one you meet is fighting a harder battle."

—Plato



HIGH SCHOOL BOARD OFFERS CONFERENCE ON DIVERSITY



The CAS High School Board of Control, in conjunction with the Anti-Defamation League's A WORLD OF DIFFERENCE Institute, is offering a conference on "best practices" in school diversity programs in Connecticut. The board is encouraging schools to send "teams" of administrators, teachers, students, parent/board/community representatives, who will learn about diversity programs, and, with the assistance of ADL trainers, begin/continue the development of their own plans. A follow-up conference is planned for the fall.

The program will be held at Wesleyan University on Wednesday, May 26th from 8:30 a.m. to 1:00 p.m. Dr. Theodore Sergi, Commissioner of Education, will open the conference and Jack Hasegawa, state department of education consultant on equity, will deliver the luncheon address.

Registration brochures for this program, which is underwritten by the state departments's Institute for Teaching and Learning, have been sent to all high schools. Representatives from other levels are welcome. Call Tom Galvin at CAS for registration information.

Special Education in CT: 1997-98

- The K-12 special education prevalence rate was 13.65%.
- Students identified with the four most prevalent disabilities (learning disabilities, mental retardation, serious emotional disturbances, and speech/language disability) accounted for 85% of the total number of students identified with disabilities.
- The prevalence rates for students within ethnic groups were as follows:
 - African American 16.3%
 - Hispanic 15.4%
 - White 13.3%.
- 91.4% of CT's special education students were educated within their home school district;
- 57.5% of CT's students with disabilities spent 79% or more of their time being educated with non-disabled peers.
- Boys accounted for 66% of the special education population, but only 50% of the student population.

(Source: State Department of Education)

CT EDUCATION EXPENDITURES

In February, the State Board of Education released a comprehensive report on public school expenditures in CT. According to the report:

- ◆ In the 1997-98 school year, CT's total expenditures reached \$5.0 billion, up from \$4.7 billion in the previous year.
- ◆ The breakdown of expenditures by source in 1997-98 was as follows: 55.62% local; 39.56% state; 4.82% federal/other. From 1991-92 to 1997-98, the percentage shares of the state, local and federal/other expenditures have remained relatively stable, with an increase in the state share of about 1.23% and a decrease in the local share of about .95%.
- ◆ For the fourth consecutive year, the percentage of expenditures for salaries and employee benefits declined marginally.
- ◆ \$3.36 billion was spent on regular education programs, up from 3.23 in 1996-97;
- ◆ \$776 million was spent on special education programs (including transportation), up from \$733 million in 1996-97.

national news & notes

■ The National Association of Secondary School Principals (NASSP), in collaboration with Intercultura, is presently recruiting principals, teachers, and other interested educators nationwide to participate in an outbound study mission to Italy. This professional development program is being planned tentatively for Nov. 12-21, 1999 to Florence, Tuscany. The program provides an opportunity for U.S. educators to network with Italian principals and visit local schools. Participants will also have a chance to engage in a 2-day leadership seminar. The program activities are designed to assist U.S. schools with making their curriculum more globalized. For further information, contact Connie Fiorito at 1-800-253-7746, or fioritoc@nassp.org.

■ A recent survey conducted by Public Agenda showed that neither parents nor teachers are very enthusiastic about parental involvement in school governance. Instead, parents and teachers are united in believing that the most important action parents can take is to raise respectful, disciplined children who arrive at school ready to learn. Parent respondents were most eager to take on such tasks as chaperoning field trips, helping with events, and volunteering in after-school activities. They were far less interested in helping to plan the curriculum or proposing changes in teaching methods. The survey results can be accessed in their entirety at www.publicagenda.org/specials/parent/parent.htm.

■ When 189 students in Western Michigan University's educational-leadership program were asked what factors were most important in determining whether or not to "take the

plunge" into school administration, the results were somewhat surprising. Almost 85% of the master's degree candidates ranked the relationships between the board, the administration and the teachers in the school district where they would work as their most important consideration. Salary which in other surveys has come out on top ranked second.

■ According to a recent study by Prevent Child Abuse America, the United States has become a safer place for everyone except children. Between 1993 and 1997, the nation's overall crime rate decreased 22%, while the rate of child abuse and neglect increased 4%.

■ According to a new study by an outside researcher, students schooled at home score higher on standardized tests than their public and private school peers in every subject and at every grade level. The study, which involved 20,760 home-schooled students from 50 states, showed that home-schoolers' median scores across grade level and subject area typically fell in the 70th to 80th percentile. Furthermore, almost 25% of the home-schoolers were studying one or more grades above normal for their age. However, the study also revealed that home-schoolers tended to come from families with higher incomes and education levels than the average American student. The study's author emphasized that the study does not prove that home schooling is superior to private or public education but simply that home-schooling works for those who have made the commitment to it. The full report is available on-line at <http://olam.ed.asu.edu/epaa/v7n8/>.

■ School uniforms accounted for \$900 million in retail sales last year, or about 7% of all dollars spent on children's apparel. According to NPD Group, a marketing-information firm in New York, the school uniform industry can expect continued growth.

■ The U.S. Department of Education and the National Association of Attorneys General have released a guidebook which recommends procedures that school districts should adopt to prevent sexual, physical, and emotional harassment and to punish students and teachers who violate the regulations. "Protecting Students From Harassment and Hate Crimes: A Guide for Schools" provides step-by-step instructions on how to develop anti-harassment policies and practical information about how to ensure a safe learning environment. The full guide can be accessed at <http://www.ed.gov/pubs/Harassment/title.html>.

■ The Department of Health and Human Services has launched a public-awareness campaign to encourage fathers to stay involved in their children's lives, even if they don't live with them. The agency developed a series of public service announcements which will be sent to thousands of TV stations, radio stations, and print publications. The ads feature the slogan: "They're your kids. Be their dad." According to the department, 17 million U.S. children do not live with their fathers. Studies show that children who live without fathers are more likely to drop out of school, end up in jail, and need help for emotional or behavioral problems.

Packed Packs

As more homework obligates kids to bring home more books, and after-school schedules include at least one clothing change, students are practically carrying around their whole lives in their backpacks and the load is becoming too much to bear. According to the Consumer Product Safety Commission, more than 3,300 children aged 5-14 went to the emergency room in 1997 for injuries associated with bookbags. Medical experts warn that children should carry no more than 10-20% of their body weight and that they may risk posture damage if they wear a heavy backpack the wrong way. Proper form means wearing both straps and pulling them tightly so that the bag hugs the body and its weight is evenly distributed across the back and shoulders.



DROPOUT RATE HIGH AMONG HISPANICS

While the gap in the dropout rates of black and white students is narrowing, the latest data from the U.S. Department of Education show that Hispanic students continue to leave school in alarmingly high numbers. The department's 10th annual report on dropouts showed that overall dropout rates have been decreasing slightly since the 1970's. Much of the improvement has come among black students, who now leave school at rates comparable to those of white students. However, in 1997, 9.5% of Hispanic students in grades 10 through 12 left school without a diploma. Only 3.6% of white students and 5% of black students dropped out of school that year. To access "Dropout Rates in the United States: 1997" visit <http://nces.ed.gov/pubs99/1999082.pdf>.

How can teachers and parents motivate students to complete their schoolwork? The answer may be to praise them, a group of researchers from North Carolina Central University suggests. A survey of 1,063 students aged 8-17 was conducted to determine what kinds of rewards students preferred to get for completing homework correctly. Both from home and from school, the students overwhelmingly opted for praise. Fifty-nine percent said they preferred receiving praise from their parents; eight percent chose additional play or free time; eight percent wanted something more concrete, such as food or money. In school, praise even won out over good grades. Ironically, the study revealed that students rarely get the rewards they seek.

GOVERNOR'S SCHOLARS HAVE PASSION

by Laura Ferrante Fernandes,
Assistant Principal, Masuk H.S.

Connecticut's twenty Governor's Scholars were feted at a breakfast with Commissioner Theodore Sergi on Thursday, March 31, 1999, in the Old Judiciary Room of the Capitol Building in Hartford. Daniel R. Hatch of Amity Reg. High School was outstanding as chairperson of this event as well as the Master of Ceremonies.

The 1999 Governor's scholars are:

- * Stephanie Brewer - Masuk HS
- * Evan Tschirhart - Staples HS
- * Wendy Chou - Westhill HS
- * Carolyn Choi - Bristol Eastern HS
- * Anne Ouellette - Bristol Central HS
- * Emily Bright - Rockville HS
- * Mashito Ogasawara - Wilton HS
- * Kelly McCabe - Plainville HS
- * Lindsey Barske - Tourtellotte HS
- * Mathew Cherackal - E.O. Smith HS
- * Crystal Kahn - Fairfield HS
- * Aiden Evenski - Stonington HS
- * Michelle Tabone - East Lyme HS
- * Alison Schary - Trumbull HS
- * Kristen Underhill - Glastonbury HS
- * Jason Gerhart - Ellis RVTS
- * Joshua Greenwald - Waterford HS
- * Raquel Schaedel - Wilbur Cross HS
- * Melissa Magner - Mercy HS
- * Kristina Zdanys - North Haven HS

The Commissioner congratulated the students and praised them for "having reached the very highest levels of achievement" and "therefore, being representatives of the very best in the high schools of our state."

The students were asked a series of questions to which they responded with intelligent, thoughtful answers. When asked what were the characteristics of an effective teacher, Alison Schary from Trumbull H.S. responded, "A teacher's role in the classroom is to learn as well as teach." Raquel Schaedel of Wilbur Cross H.S. replied, "Good teachers must have a sense of humor and they have to love what they are teaching...They have to have passion."

The twenty Governor's Scholars will be recognized formally by Governor Rowland at a luncheon at the Hartford Club on May 27th. Many thanks to our event sponsor, American Express® Financial Advisers, and to our many honored guests: David Larson, Middletown Superintendent and President of the CT Assoc. of Public School Superintendents; Allen Taylor, Member of the State Board of Education; Robert Radar, Executive Director, CT Assoc. of Boards of Education; Daria Plummer, President, CT Education Association; George Springer, President, CT Federation of Teachers; Alan Bookman, Principal of Glastonbury HS and President of CAS and Jack Henahan, Associate Field Vice President of American Express® Financial Advisers.

School-to-career

Editor's Note: *The CAS Bulletin is once again featuring a series of articles on Connecticut Learns, Connecticut's School-to-Career (STC) system. Last year's series focused on STC's 8 "career clusters." The 1998-99 series highlights the 5 STC service delivery models. For additional information on STC, contact Ann Gaulin, Program Manager, at (860)807-2102.*

School-to-Career systems restructure education so students improve their academic performance and become motivated to learn. Students are exposed to a variety of opportunities and career paths. Every STC system must include school-based learning, work-based learning, and "connecting activities." An STC system can be organized around one of several service-delivery models. The purpose of these models is to provide a structure for schools and businesses to implement the goal of their School-to-Career System. The Service-Delivery Models are: (1) Career Academy; (2) **Comprehensive School Conversion**; (3) School-Based Enterprise; (4) Magnet School; and, (5) Tech Prep.

Featured Service-Delivery Model: The Comprehensive School Conversion model is based on the premise that all students of a school have the opportunity to receive an authentic secondary education, grounded in the School-to-Career elements of school-based learning, work-based learning and connecting activities. All curriculum subjects are revised to reflect CT School-to-Career skill standards, leading to the CT Career Certificate.

MANCHESTER LEARNS

Manchester Learns is the moniker for Manchester Public Schools' School-to-Career Initiative, which began in the mid-1990's. During the last year, the district opted to pursue the Comprehensive School Conversion model for its School-to-Career (STC) System.

Comprehensive school conversion offers advantages to all of our students. The students:

- receive a strong skill base which enhances their academic success and
- see the linkages between classroom instruction, employability skills and their opportunities to be successful in the employment marketplace.

Within the Comprehensive School Conversion model teachers have options to pursue new, creative delivery systems for students. For example, a team of four staff members is designing a prototype model which will enable creation of student-run school based business enterprises. Several members of our STC Business Advisory Committee will join with staff to cooperatively develop realistic business prototypes which can be replicated across all curricula. Teachers in various departments can then join several classes together, involving many students. As part of the Comprehensive School Conversion model there will be a systematic, developmental program in place which provides instructional services to every Manchester student.

Incoming freshmen will be offered the "Skills for Success" course, a ninth grade foundations course. (A faculty team is currently developing the freshman foundation course.) The course will be integrated with classroom instruction and will be augmented by special programs and workshops offered by the Career Services Dept. and the Guidance Dept.

All sophomores will be strongly encouraged to participate in at least one job shadow during the year. Additional shadows will be encouraged. The emphasis is that STC is for all students, since all students must eventually support themselves. Special programs such as our annual Career Night will supplement the integrated experience.

During the junior year, the primary emphasis will be on completion of an internship. All internships will have a skills manual based on the Connecticut Career Certificate common competencies. Internships are highly recommended but not required. Juniors have the opportunity to participate in one or more of the Pathway Tech Prep programs that are articulated with Manchester Community-Technical College and Capital Community-Technical College.

Senior year programs emphasize attendance at programs tailored to specifically meet the needs of students. These programs include the Job Fair in the Community, First Generation College Support System, Senior Workshops and a variety of other programs designed to complement the classroom experience.

All in all, more than half the teaching staff is actively involved in training and planning for the conversion. This new level of integration, along with the commitment of Central Office and our Career Services Department, assures our sustainability, with strong potential for growth in effective services to students.

For additional information about Manchester Learns, contact Donald Sierakowski, Director of Career and Vocational Education, at 860-647-3562.

applaud the ARTS!

BANQUET CELEBRATES CT's YOUNG ARTISTS

The Fourth Annual Arts Recognition Banquet was held at the Aqua Turf Club on April 6th. The awards program, sponsored annually by Westfield Corporation, recognizes two seniors in each of the state's high schools for outstanding ability in the performing or visual arts. Two hundred five students from 104 schools were recognized this year. More than 1,100 parents and educators were in attendance to share in their students' success.

The banquet was once again an enjoyable and heartwarming celebration of Connecticut's young artists. Highlights of the evening included musical performances by the Masuk H.S. Chamber Choir and the Honors String Quartet of the Hartt School of Music. An art exhibit was set up in the ballroom to showcase the work of many of the visual arts award recipients.

In his fourth appearance, Tom Chute, Program Director for WATR Radio, served as Master of Ceremonies. Introductory remarks were offered by Dr. Alan Bookman, principal of Glastonbury High School and President of CAS, Gary Karl, Executive Vice-President of Westfield Corporation, and Dr. Elaine Bessette, prin-

cipal of Hall H.S. and chair of the Student Activities Board of Control. "You have brought beauty to our world. You have provoked our thoughts. You have enriched us through your creativity," praised Dr. Elaine Bessette.

Education Commissioner Theodore Sergi delivered warm congratulatory remarks to the honorees and participated in the presentation of award plaques.

Robert Morrison, vice-president of VH1 gave an inspiring keynote address, encouraging students to embrace opportunity, to accept responsibility and to provide leadership. "We complain of the successes of others and at times use this as reason for our own failure to act, to do, to change...What we want to happen we ourselves must make happen....If we do not lead, who will? We cannot wait for someone else, somewhere else...," said Mr. Morrison.

Many thanks to our sponsor, Westfield Corporation, for making this important evening possible. Westfield is represented in Connecticut by the Connecticut Post Mall, Meriden Square Mall, Trumbull Shopping Park, and Enfield Square.



Robert Morrison, Vice President, VH1

"To our honorees, I give you a responsibility. The responsibility to never allow a music or arts education program to be cut wherever you live, without at least trying to fight to keep it going. Others fought so that you would have a chance, now it is your responsibility to ensure that others may follow you."

— Robert Morrison



CAS & SNET TEAM UP TO STIMULATE STUDENT CREATIVITY

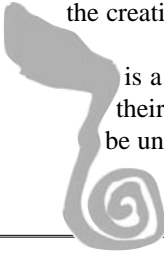
CAS and SNET have joined forces to promote arts education and encourage creativity among CT's students. Last month, every public and private school in the state was invited to submit one original, student-created composition of SNET's well-known jingle. Each composition was to be performed by the school's music department and could include the band, orchestra, jazz ensemble, chorus, and other school singing ensembles or any combination of these musical groups.

Entries, which were due to CAS by April 30th, will be judged on musical quality and innovation. The school submitting the first place entry will be awarded a grant of \$2,500 and two runner-up schools will receive grants of \$1,000 each. Selections will be made this month.

Both SNET and CAS have an ongoing commitment to promoting arts education in Connecticut. "We recognize the value of school music programs and how they foster innovation and creativity as exciting elements of their curriculum", said Dr. Robert Carroll, Assistant Executive Director at CAS. "Our jingle contest should be a really fun way to get the creative juices of high school students flowing."

According to Tom Buckley, Manager Education Relations SNET, "This is a great way for student musicians to express themselves and to demonstrate their considerable musical talent. We're looking forward to what we know will be unique and extremely creative renditions of our SNET jingle."

Questions about the program should be addressed to Dr. Robert F. Carroll at the CAS office (203) 250-1111.



Weekly Reader CORPORATION

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ART EDUCATORS RECEIVE RECOGNITION

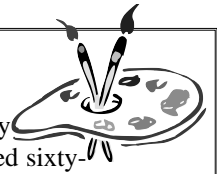
Each year, the Connecticut Art Education Association recognizes outstanding art educators. Congratulations to the 1998 CAEA Educators of the year.

- ❖ *Outstanding Elementary Educator:*
Nancy B MacBride, Voluntown E.S.
- ❖ *Outstanding Middle Level Educator:*
Kathleen Sulots, Cromwell M.S.
- ❖ *Outstanding Secondary Educator:*
Donna Gorman, Farmington H.S.
- ❖ *Outstanding Museum Educator:*
Sharon Stotz, Hillstead Museum (Farmington)
- ❖ *Outstanding Arts Advocate:*
Dr. Stephen Murphy, Principal Stonington High School
- ❖ *Distinguished Service To the Profession:*
Eileen McVicar (retired), Rocky Hill HS
- ❖ *Outstanding Art Educator:*
Chip Zillner, Wilton High School

Not only is Chip Zillner Connecticut's Art Educator of the Year, he is also the National Art Education Association's Eastern Regional Art Educator of the Year and was recognized on March 26th at the National Convention in Washington DC. Robert Saunders, Art Consultant Emeritus, State Dept. of Education, was also recognized at this year's national convention. Robert was awarded the prestigious Lowenfeld Award by the National Art Education Association, for a lifetime of significant contributions to Art Education throughout the country. He presented the Lowenfeld Lecture at the convention.

CAEA sends out Educator of the Year nomination forms to superintendents each May. Take the time to write a letter of nomination so your teacher can receive the recognition he/she deserves. An awards dinner is held as the opening of the CAEA Fall Conference. This year's conference will be held at the Sheraton Four-Points Hotel in Waterbury on October 18, 1999. Encourage your art teachers to belong to their professional organization, CAEA/NAEA, (1-800-299-8321 for membership information) and to participate in this important professional development opportunity.

SCHOLASTIC ART AWARDS



The Regional Scholastic Art Exhibition was January 17 -February 5, 1999, at Taub Hall Gallery, Hartford Art School. Four hundred sixty-three works of art were on display, chosen by judges from approximately 1,200 pieces entered. The awards ceremony was held at the University of Hartford, Lincoln Theater, on January 30. Works which won the Special and Gold Key awards are sent on to a national competition in Washington DC. The Scholastic Art Awards National Exhibition will be held at the Corcoran Gallery, Washington DC, in June.

This year's Special Award winners are:

■ American Vision Award (national honor)
Paul Badeau, Manchester H.S.
Matthew Beauchemin, Norwich Free Acad.
Jeong Eun Kim, Westover School
Julie Lucca, South Windsor H.S.
Dony Permedi, Northwestern Region #7

■ CAAA Binney and Smith Award
Group 1 - Drawing:
Tatiana Klacsmann, Hotchkiss School
Group 2 - Drawing:
John Wanczyk, Manchester H.S.
Photography: *Jeong Eun Kim, Westover*

■ CAEA Judges Award
Group 1: *Natacha Diosa, Sheehan H.S.*
Group 2: *Allia Strong, Norwich Free Acad.*

■ CAEA/Arnini Award
Group 1 - Best in show - 2D:
John Matos, Kingswood-Oxford School
Group 2 - Best in show - 3D:
Brittany Zuckerman, Cornwall Consolidated

■ University of CT
Best in Show: *Dony Permedi, NW Region #7*
Best in Painting: *Matthew Beauchemin, NFA*
Best in Drawing:
John Wanczyk, Manchester H.S.
Best in Sculpture:
Wesley Jenks, East Hampton H.S.

■ CT Graphic Arts Center
Printmaking: *Sheena Gordon, Central H.S.*

■ Farmington Valley Arts Center
Group 1 - Crafts: *April Carlin, Tominson MS*

■ Wesleyan Potters Award (scholarship)
Group 1 - Ceramics:
Rebecca Evans, Robbins Middle School
Group 2 - Ceramics:
Ella Chorabik, Plainville High School

■ Koenig's Art Emporium Award
Group 2 - Artisan: *Alissa Simkowski, NFA*

■ Dick Blick (Plainville) Award
Group 1 - Artisan:
Brittany Zuckerman, Cornwall Consolidated

■ Hartford Art School Scholarship
Monica Sendrowski, Plainville H.S.

Art Portfolio Award

- Elizabeth Abbott, Tolland H.S.
- Lisa Bell, Simsbury H.S.
- Kajsa Brown, Aces Educational Center for the Arts
- Kevin Clemente, Nonnewaug HS
- Tim DeVoe, Nonnewaug H.S.
- Katherine Green, Hall H.S.
- Dayna Leavitt, Aces Educational Center for the Arts
- Jungmin Lee, Westover School
- Alexis Neider, Miss Porter's
- Whitney Oat, Norwich Free Acad.
- Ian Pawluk, Norwich Free Acad.
- Lucinda Pittari, Nonnewaug H.S.
- Monica Sendrowski, Plainville H.S.
- Alex Stocks Prandy, Tolland H.S.
- Allia Strong, Norwich Free Acad.
- Kimberly Taylor, Norwich Free Academy
- Jessica Volinski, Greenwich H.S.
- Erika Walter, Avon H.S.
- PaulWei, Windsor H.S.

Photography Portfolio Award

- Jessica Banning, Maloney H.S.
- Erica Ferorovich, Hotchkiss
- Erin Herzeelle, Westover School
- Gigi Monroe, Central H.S.
- Marianna Pang, Daniel Hand H.S.
- Mark Pfeffer, Litchfield H.S.
- Eric Porter, Wilton H.S.
- Adriana Rodriguez, Central H.S.

Congratulations to all participants in this year's Scholastic Arts and good luck to all who are competing at the national level. Scholastic Arts is sponsored by the CT Art Education Association, Hartford Art School, University of Hartford, The Hartford Courant, The Travelers Insurance Group, and the CT Commission on the Arts.

(Items on this page submitted by Denise Malnati, Chair of the CAS Arts Committee)

SEVENTH GRADERS COME ALIVE THROUGH PROJECT POETRY LIVE!

By Marilyn Guerrero-Ferency

Several years ago, the president of the Board of Directors of LPA (Litchfield Performing Arts), a community organization whose focus lies in bringing cultural events to the public, collaborated with interested school administrators and teachers from several local districts. The plan was to implement and integrate an art education program into the 7th grade curriculum at these schools.

Project Poetry Live! is an innovative, multi-school district arts-in-education residency program that teaches poetry, music, dance and art in an integrated curriculum with ethnic diversity.

This January, the Alvin Ailey Repertory Ensemble, under the direction of Sylvia Waters, taught the dance component of the project to 1,500 7th graders from Litchfield, Waterbury, Watertown, Torrington, Thomaston, Wamogo, and Winsted during a week long residency.

Choreographer Earl Mosley, origi-

nally from Raleigh, North Carolina, created a dance based on selected pieces of poetry that had been written in the fall by students, under the guidance of professional poets who visited their English classes. All 7th grade students were given the opportunity to audition for a place in the dance number. After the tryouts, 34 boys and girls were selected to perform for their peers and the public. In addition, blues pianist Henry Butler wrote a dance score which also evolved from the selected students' poems. A six-year-old Arts-in- Education Program designed and developed by LPA Executive Director Vita Muir made these experiences possible.

The project also brought students together with musicians, a variety of local community artists who encouraged the expression of poetry through a host of art forms, and set designer Manuel Vega, of New York City. Mr. Vega mentored a team of artistic students from

each of the seven schools as they designed and painted colorful panels that were used to decorate the stage for the dance presentation.

The culminating event of the project was an art show and dance performance hosted by Naugatuck Valley Community College, in Waterbury. Students from the participating schools had an opportunity to view the artwork and dance during special times set aside for them. A formal opening reception and performance was held for the public on Friday evening, March 12.

Project Poetry Live! obtains backing from the Sheer Thoss Foundation and is conducted in partnership with Education Connection and the State Department of Education.

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Marilyn Guerrero-Ferency, a teacher at Litchfield High School, is currently serving as "teacher-in-residence" at the State Department of Education.



WHAT DOES IT MEAN TO MAJOR IN MUSIC EDUCATION?

By Sean Burton

Lots of classes. Lots of practicing. Even more studying. Too many late nights and early mornings. Not enough sleep. Reputation as a bad performer. Reputation as a music ed. geek. No time. No time. No time.

Does this sound familiar? It seems to be a common agreement that music ed. majors are stressed. Why? Because we live hurried lives. We do all the work and don't get any of the glory. Why do we do it though? Is it because we couldn't cut it as performers? Is it because we aren't secure enough to risk a career in performance? Is it because our mom and dad made us? Is it because we are glutted for punishment?

I think not.

We do it because we love music and we love people. We do it because we live our lives seeking challenge after challenge for a reward of knowing that somewhere along the line we're going to make meaningful artistic impressions. We major in music education because we want to work with people. We major in music education because we believe in the value of a well-rounded educational experience for everyone. We major in music ed. because we believe in the power and wonder of expression. We major in music education because we live and love the arts.

Some uninformed people believe those who can't do teach. I disagree with that. I have been taught to live by a philosophy that those who can do, do. But those who do more teach. Joseph Joubert said, to teach is to learn twice. This is truly the credo of our chosen profession.

Let's think about being a music education major for another reason now. I submit to you that majoring in music education is truly the most comprehensive undergraduate program in music. Music education majors take a wealth of courses in theory, history, conducting, piano, education, psychology, liberal arts and sciences, not to mention applied lessons and performance ensembles while participating in productions such as operas, musicals, etc. What other major can afford to provide so much in a four (or possibly five) year curriculum than that of music education? The answer is obvious. No program can. So if majoring in music education for the sake of people and the arts is not enough for you, think about how prepared for graduate school you will be if that helps. It should not have to, but why not.

To the rest of you though, I believe that the new millennium will bring with it a refreshed view of American culture. A 21st century Renaissance if you will.

We will realize that we have existed in a veritable cultural Dark Age since the late 1970's and a resurgence of the Arts will sweep the nation. As classroom teachers we will be responsible for educating a population of literate composers, performers, and responders of music. We shall step up to the task of creating the education generation. Seek hope through all this work. See truth in all this grand rhetoric. The truth is only as true as a person makes it. If we believe enough of the power to educate the arts we will succeed. If our life mission is truly to live a service profession that has been dumped upon consistently for the last twenty years, we will do it and we will do it well. We shall prove wrong all those who devalue society's mirror, the Arts.

Being a music educator does not seem to be about performance highs or falling back into a career. It's about having a passion for a higher level of the human experience. It's about wanting to help people grow as total human beings, to be literate contributors in an artistic society, and to learn about the wonder that we call life.

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Sean Burton is a junior majoring in music education at the Hartt School, University of Hartford.

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2-1-1 CALL CENTER BEGINS OPERATION

Call Infoline
2-1-1
We'll help you find answers to life's toughest questions.

Who would you call if you were a teenage runaway and wanted to come in off the streets? Or if your heat was cut off in the middle of

the winter? Or if you just moved to a new city and wanted to find volunteer opportunities?

Now there is a three-digit number to call in CT for the answers to these and many more questions. The number is 2-1-1 and will ring through to Infoline, an established information, referral, and crisis intervention service (previously 1-800-203-1234). In recent years, appx. 180,000 calls have come into Infoline annually. They've included requests for everything from where to place a stray animal to crisis calls for emergency shelter or suicide-related calls. Infoline expects the calls to increase by about 50% as a result of the new number. As part of last year's budget, Governor Rowland appropriated nearly \$1.7 for Infoline capital expenditures and operating expenses. The money was used for a state-of-the-art telephone system and additional staff.

The United Way of Connecticut serves as the administrator of Infoline, which operates 24 hours a day, 365 days a year. Professional case workers help callers with simple and complex problems. Caseworkers are continually trained, including instruction in suicide prevention and crisis intervention.

CAS Assistant Executive Director Tom Galvin worked with representatives from United Way in the launching of the Infoline 2-1-1 awareness campaign.

SCHOOLIES



Just Kid Inc.

middle school news

STUDY DISPUTES POPULAR MYTH ABOUT BULLYING

A study by a professor at the University of Bergen in Norway looked at the characteristics of children who were bullies as well as those of children who were bullied. Research found that the popular belief that bullies have underlying insecurity and anxiety is NOT true. In fact, bullies have a low level of anxiety. The typical bully has "an aggressive personality pattern" combined, at least in boys, with physical strength. The factors which were determined to help create an aggressive personality problem were found to be:

- * negative emotional attitudes of the primary caretaker characterized by lack of warmth;
- * permissiveness by the primary caretaker for the child's aggressive behavior;
- * use of "power-assertive child rearing methods" such as physical punishment; and
- * the child's temperament.

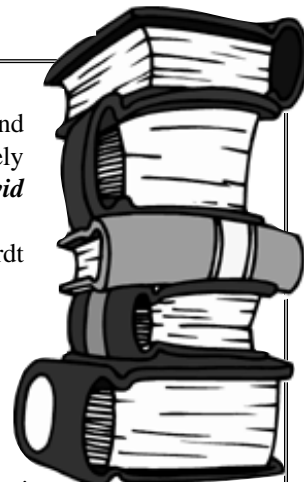
Eighty percent of the children who were bullied "seem to signal to others that they are insecure and worthless individuals who will not retaliate if attacked." Younger and weaker children were bullied more than older and stronger kids. It was not found to be true that kids who were bullied did anything to provoke the bully. Boys were found to engage in three times as much bullying as girls.

Children Who Read Reap Many Benefits

Children who are always reading books on their own — above and beyond school requirements — are "different" from kids who rarely read, according to *Keeping Kids Reading: How to Raise Avid Readers in the Video Age*, by Mary Leonhardt.

After teaching high school English for 25 years, Ms. Leonhardt discovered that avid readers:

- ☞ are better readers AND writers.
- ☞ concentrate better.
- ☞ score higher on Standardized Achievement Tests (SATs).
- ☞ have more diverse interests.
- ☞ weather personal trauma more easily.
- ☞ master new academic areas with less effort. (Their reading gives them a more extensive "framework" in history, science, and other areas that helps them put new learning in context.)
- ☞ are better thinkers — more able to "sift through" information and understand how unrelated facts fit into the larger picture.
- ☞ better understand how other people think and feel.
- ☞ are more flexible in their thinking — more open to new ideas.
- ☞ enjoy learning more.



Source: Mary Leonhardt, *Keeping Kids Reading: How to Raise Avid Readers in the Video Age*, 1996 (Crown Publishers, 201 East 50th Street, New York, NY 10022)

A recent survey by the Josephson Institute of Ethics looked at students' ethics at school. Of the 10,069 middle school students surveyed, 54% had admitted to cheating on an exam and 70% had admitted lying to a teacher at least once in the 12 months prior to the survey.

Many thanks to CAS middle level principals for their cooperation in responding to several recent surveys conducted by the Central Office. All surveys have been undertaken in response to requests for information from member schools. The high response rates show that, despite busy schedules, principals are taking the time to complete these questionnaires and, thus, recognize the value of sharing information with their colleagues. Thank you for your participation.

elementary news



Research to Practice, Practice to Research in Early Childhood Education

By Dr. Camille Jackson Alleyne, Education Consultant, State Dept. of Education

Research has shown that high quality preschool experiences positively affect outcomes for children, both in later school success and even into adulthood. Many factors affect the quality of offerings of preschool experiences. They include the curricular experiences, the quality and stability of staff, opportunities available to staff for ongoing professional development, including parents as an integral part of the program, and the extent to which comprehensive services are provided to children.

The State Department of Education (SDE) provided funding to programs in two towns, New Haven and West Hartford, for each to establish a Laboratory School for preschool age children who are 3-5 years old. Funding for the two programs was authorized through Public Act 98-243: An Act Concerning Early Reading Success.

Each Laboratory School is a collaborative venture between an early childhood education program and a higher education institution. The New Haven Board of Education and Yale University Child Study Center will be responsible for New Haven's Laboratory School and St. Joseph College and the West Hartford Public Schools for West Hartford's.

The underlying vision for the operation of the Laboratory Schools is that these programs will:

- provide practical, site-based demonstrations of high quality preschool and child care

programming;

- provide access to early childhood practitioners and others who provide professional development and training for child care and education teaching and support staff; and
- exemplify high quality practice where theoretical information about preschool student learning and classroom management can be demonstrated and appropriately disseminated to effect successful age-appropriate learning in children.

The Program

The Laboratory Schools will serve as model demonstration sites of high quality early childhood programming. These programs will support the overall well-being of children and their families by providing comprehensive early childhood services and a range of services to families. The Laboratory Schools will participate in research that shows the benefits of high quality early childhood programs to children, families and communities.

These schools will operate from a developmental early childhood philosophical base and will include the following areas:

- Early childhood curriculum that is developmentally appropriate, significantly addresses early literacy development and is linked with the public school curriculum and kindergarten entry requirements of the town;
- Child care services as a continuum of the early childhood curriculum, which will be provided for 10 hours per day and 52 weeks per year for working parents or parents in education or training programs;

- Comprehensive early childhood services which include health screening, immunizations, mental health support, dental treatment and follow-up, health education and nutrition;
- Integration of children with disabilities so as to provide an environment where children with special needs or disabilities can benefit from inclusion with their non-disabled peers;
- Partnership with parents in the successful development and education of their children, including decision making and enhancing the family's ability to meet the needs of children, including those with disabilities;
- Training and support for program staff provided on an ongoing basis, based on staff needs, programmatic needs of children and families and priorities established by the SDE and the higher education institution;
- Assessment of children on an ongoing basis through the use of approaches that are appropriate for documenting and reporting the development of children across a range of abilities; and
- A transition plan for ensuring the smooth transition of children and families into the Laboratory School and from the Laboratory School to kindergarten.

The establishment of the Laboratory Schools provides an exciting opportunity for children, families, and communities to highlight two high quality early childhood programs, advance early childhood research and support professional development for early childhood educators.

For further information, please contact Dr. Jackson Alleyne at (860) 807-2053.

SUBSTITUTE "TIPS": In January, CAS surveyed its member schools to learn what strategies have been implemented locally to cope with the ever-growing substitute shortage. Because this problem is ongoing, we plan to publish a few "tips" each month. We encourage you to share your strategies with us by writing to Maureen Fitzpatrick, Principal, Killingworth Elem., P.O. Box 609, Killingworth, CT 06419 / Fax: 860-663-3827 / E-mail: mfitz@connix.com.)

■ **From Jeffrey Forman, Acting Principal, Dwight School in Hartford:** "Rarely does a day go by where we are not short of a substitute. It is very distracting and usually results in sacrificing services from other classes. We tend to do one of the following:

- * Pull one of our paraprofessionals, or a series of para, who are certified by the district as substitutes (there are three in our school). They do not like this nor do their assigned teachers who are relying on them.
- * Break up the class to other classes in that grade, and/or the grade above it and below it. Our school is PK - 6 and has 625 students so there are 3-5 classrooms per grade.
- * Reorganize the substitutes we do get. For example if we get a sub for phys-ed or kindergarten and none for fourth grade, the fourth grade class would get the sub.
- * We do not pull special teachers or resource teachers except in a rare emergency.
- * We need to make certain that lesson plans are of high quality and are accessible when substitutes or our own paraprofessionals go into the class for these emergencies.

Substitutes in our district make approximately \$75 per day and have their own union. A solution, but probably expensive option, is to have at least one permanent, certified teacher assigned to the building who would serve as a substitute on a daily basis and be a resource to other teachers when not being used as a sub. This would also ensure high quality teaching and continuity of instruction when the regular teacher is absent. In our district, which has 34 schools, this would cost over \$1 million but would be somewhat offset by saving on substitutes. Another solution is obviously to decrease the need for substitutes by improving teacher attendance through increased accountability tools and wellness programs.

Dear Mr. Michael Savage,

My name is Michael Olson, and I am a student at Great Plain School. I attended the student leadership Training Conference today in Waterbury, CT. I had a really awesome time! I want to go there every Monday! I am so happy that I had the opportunity to attend. Thank you for making this program possible for us students.

Sincerely yours,
Michael Olson,
a future leader



(received via
e-mail 3/8/99)

Launch of On-Line Eligibility System a Huge Success!

The CIAC Central Office staff extends its most sincere thanks to the member schools who used the new on-line eligibility system to file their spring eligibility forms. Although the use of the on-line system was not mandatory this season, more than 61 schools took advantage of the opportunity to file their forms electronically. We are pleased to report that, aside from some minor operating "glitches," the debut of the new system was a huge success. The on-line system received near unanimous support and praise from its users. At the start of the spring season, the Central Office fielded more than 150 calls about the new system, with principals, secretaries and athletic directors alike offering very favorable reviews. We are pleased that members found the system to be user-friendly and we are gratified to know that they are in full support of the direction in which we are moving.

Eligibility Database Stats:

- # of schools using the on-line system: 61
- # of teams registered electronically: 352
- # of athletes entered into database: 9,176 athletes



CIAC ADOPTS NEW FINE POLICY

At its April 22nd meeting, the CIAC Board of Control adopted a new policy governing the minimum fines which can be levied against member schools. Prior to its adoption, the policy, which was drafted by a sub-committee of the board, was reviewed by and discussed with the state's athletic directors.

4.30 CIAC FINE POLICY

Minimum Fines Effective July 1, 2000

1. Violations of rules of eligibility,
Art. IX - CIAC Bylaws, inclusive.....\$100 per player per game
(not to exceed \$500)
2. Violations of CIAC regulations
as described in the 1999-2000 Handbook.....\$250 per incident
(not to exceed \$750)
3. Recruitment violations.....\$1,000 to \$10,000 per incident
4. Failure to comply with Player/
Coach Disqualification Policy.....\$250
5. Violations of Sports Committee game and tournament regulations
as described in individual sport information brochures and publications.....\$250
6. Filing of athletic schedules, administrative forms,
eligibility lists, and tournament information after the deadline.....\$50
7. Failure to comply with regulations which affect tournament outcomes.....\$1,000
8. Incorrect tournament information provided to sport committees.....\$250

This fine schedule does not preclude the CIAC Board from determining fines for violations not specifically covered above. In all cases these amounts are minimum and may be increased by the CIAC Board. Punitive monetary fines not to exceed \$10,000 may be imposed.

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EDITORIAL

WE CREATED THIS SPORTS ABOMINATION

By Dan Bickley, The Arizona Republic

The first mistake is thinking we can relate, applying the laws of society to an athletes' world that has none.

They can choke their boss and beat the system. They can fail eight sobriety tests and walk away unpunished. They can smoke dope on their way to practice without repercussion. And, yes, they can even get away with murder.

You can't wiggle out of a parking ticket.

So now you're outraged, wondering how the monster got out of control. Well, time to look in the mirror. We have created what we scorn. You hear the Suns are raising season ticket prices a whopping 18% so they can make the rich even richer. You will scream and complain, and then you will reach for your wallet.

You don't mind that Mike Bibby has fathered a child out of wedlock, as long as he's tearing up the court. You forget about Jake Plummer's nightclub act, as long as he's completing passes. And the moral indignation directed at the hooligans of sport inevitably disappears once they're playing for your team.

No Need for Us Anymore

Once upon a time, it wasn't hard for the professional athlete to remain grounded in civility. Most of them knew they had to return to work once their careers were over. Some had to find jobs in the off-season. Only the great ones could afford to act like boors.

We like to romanticize about a forgotten era when athletes willingly connected with fans, but in truth, they simply needed us. They had to stay in tune with our lives.

Now, one contract and they're set for life. And even the worst misfits of society can't screw it up, for no matter the digression, another team is always clamoring for their skills. That combination is lethal.

But the corruption of perspective begins much earlier. There is so much money in sports that it trickles all the way down to the grade schools. In pursuit of the college scholarship, parents push Junior to make all the necessary travel teams. Street agents comb the playgrounds, lining pockets with cash. And college recruiters engage in a covert bidding war, trying to lure signatures.

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ciac news

CIAC WINS FAVORABLE RULING FROM CHRO

The Connecticut Commission on Human Rights and Opportunities has dismissed a complaint against the CIAC involving a charge of discriminatory practices. On March 26, 1999, the CIAC was informed by the Commission that its regulation which prevented a Greenwich male athlete the opportunity to participate on a female field hockey team was not in violation of Connecticut general statutes and Title IX of the Education Amendment Act of 1972.

The Commission ruling stated that Greenwich High School and the CIAC are not "places of public accommodation, nor are they entities engaged in the business of offering such. A public high school is by its very nature and purpose, a facility with significant restrictions on those who may avail themselves of its facilities and core programs. None of its athletic teams, which are regulated and overseen by the CIAC, are open to the general public." Further, the Commission said: "Nothing suggests that the legislature intended to vest any enforcement authority for Section 10-15c in the Commission on Human Rights and Opportunities. The Commis-

sion having no jurisdiction in or responsibilities over discrimination in access to public school activities and programs, the complaint must therefore be and hereby is dismissed.

Although the Commission determined it had no jurisdiction in this matter, its decision included some statements on the merits of the case. Those statements were supportive of the CIAC's regulation to prohibit boys from playing on girls teams. The decision states: "The legitimacy of the rule at issue was in fact addressed by the file contents. The respondent, CIAC, did in October of 1997, submit an inquiry to the United States Department of Education, Office of Civil Rights (OCR)...That specific inquiry was as to whether the respondent's long-standing and published male/female team exclusion was proper. Lengthy written response was returned from OCR which, after reviewing a number of elements of the issue, case cites, and other practical samples, stated in conclusion: 'Given this analysis, the OCR concludes that the CIAC's regulation is consistent with the provisions of and purpose behind Title IX and its regulations.'"

Guest editorial, *continued*

The line between success and failure is drawn at an early age, and too often, it is tied to athletics. Those who can't cut it are scarred before high school. And those who do are flooded with adulation, thrown into the vacuum in hopes they'll emerge from the other side, making the family proud. And famous. And rich.

They are pampered and coddled, blessed with a safety net of unlimited tolerance. They are told they are different, singled out as a rare gift to humanity. Then they reach the pros and find ridiculous money thrown in their laps.

Only a select few can see through this avalanche of stardust. Would you?

Abuses Turn Criminal

Once it was staggering when we discovered athletes who would retire without the ability to read or make an airline reservation. Now, the abuse of privilege is far more serious, meandering off into the criminal arena. But no matter the outcry, our allegiance never changes. We are burned by our own gullibility, our fierce addiction

to sports.

Charles Barkley slanders white people and everyone laughs. Lawrence Phillips drags his girlfriend down a flight of stairs and is reinstated in time for a bowl game. Tony Phillips is busted for crack cocaine and within hours of being charged as a felon, he is allowed to dress for the California Angels. And as he wanders on the field at Comiskey Park, people in the stands line up for his autograph.

Yes, they believe they're different only because we make them feel that way. We provide the pedestal, the lifestyle, and the license to act like sloths. And all the while, we can't stop cheering.

They are not us, but they are our creation. So save your anger for something else; the athletic immunity they enjoy is a gift we willingly bestow. The indictment is more of us than them.



ADVANCING YOUNG WOMEN IN SPORTS CAREER SYMPOSIUM A SUCCESS!

By Ann Malafronte, Chair
CIAC Women in Sports Committee

One hundred and twenty-four high school females from Hartford County gathered in Wilde Auditorium at the University of Hartford to hear the inspirational remarks of Pam Batalis, formerly of the New England Blizzard and the American Basketball League. Ms. Batalis' address was just one of the highlights of the April 7th Sports Career Symposium sponsored by the CIAC and the CT Women's Sports Council.

The event was designed to encourage and prepare high school girls to become life-long participants in sports. Legendary role models in women's sports history, such as Donna Lopiano, Executive Director of the Women's Sports Foundation; Debbie Chin, Athletic Director at University of New Haven; Brenda Reilly, former college coach and official; Diane Uccello, Madison Square Garden Event Management; and Carol Stiff, ESPN Program Planner offered their words of advice on selecting a career.

Plans are underway for next year's symposium in the southern part of Connecticut. Thank you to all who assisted to make this day the wonderful one that it turned out to be!



Donna Lopiano (l), executive director of the Women's Sports Foundation and Suzi D'Annolfo, member of the CIAC Women in Sports Committee



Right Steps to Sports®

ERASE (East of the River Action for Substance-Abuse Elimination), the Connecticut branch of the National Youth Sports Coaches Association (NYSCA) and the CT Parks and Recreation Association have joined forces to create a special outreach effort to coaches of youth sports. This effort involves the implementation of **Right Steps to Sports®**, a program that teaches youth coaches the importance of being positive role models who encourage kids to be substance-free. It is designed to raise awareness about the substance abuse problem among youth and help coaches to find simple and effective ways to help their community, their athletes, and parents to promote drug use prevention.

Individuals can be trained to serve as trainers/facilitators and can themselves train their local coaches. The training of trainers/facilitators involves the completion of a five-hour training session. The next "Train the Trainer" session will be held on June 7th, 1999 from 3-8:00 p.m. at the ERASE building (70 Canterbury Street, East Hartford). To participate in the training session or for further information, contact Anita Miazga at (860)568-4442. There is no cost involved in participating in the **Right Steps®** program.

New Rules Governing Tie Games in Football

The CIAC Football Committee has voted to adopt the NCAA tie-breaker system for playoff games. The following procedure will be effective this fall:

1. Immediately following the conclusion of the fourth quarter, a coin toss is to be held with the visiting team captain calling heads or tails. The winner of the toss shall be given the choice of the ball or playing defense. The loser shall be given the choice of direction to put the ball in play.
2. After a three minute rest period, during which both teams may confer with their coaches, the offensive team shall put the ball in play, first and ten, on the twenty-five yard line.
3. The rules for loss of possession are the same as during the regulation game. If a touchdown is scored, the try for an extra point(s) will follow. Field goal attempts are permitted during any down. When a team scores via either a field goal or the try for point following a touchdown it gives up possession of the ball.
4. After loss of possession, the defensive team shall become the offensive team with the ball, first and ten from the twenty-five yard line at the same end of the field.
5. Each team will be allowed one additional time out for each extra period, and any unused regulation game time-outs.
6. Rules pertaining to offensive and defensive pass interference remain the same in the overtime period.
7. If the defensive team gains possession of the football by recovering a fumble or intercepting a pass, the ball immediately becomes dead. The defensive team may not score points.
8. The team scoring the greater number of points in the overtime shall be declared the winner. If the score remains tied, the aforementioned procedure shall be repeated a maximum of three (3) times. If the score is still tied co-champions will be declared. The semi-final game(s) will continue until a winner is declared.

1999 Girls Soccer

Tournament Dates Set

1st Round	—	Nov. 8
2nd Round	—	Nov. 10
Quarter-finals	—	Nov. 12-13
Semi-finals	—	Nov. 16-17
Finals	—	Nov. 20



Rules governing tie games:

- 1st: A ten minute "sudden victory" overtime period shall be played.
- 2nd: A second ten minute "sudden victory" overtime period shall be played.
- 3rd: Penalty kicks
 - a) Five (5) players from each team each kick once alternately or until the lead is insurmountable.
 - b) Five (5) different players from each team kick once alternately or until the lead is insurmountable.
 - c) Repeat (b) until tie is broken. Players who have kicked may be used a second time.

CIAC News & Notes

■ The National Federation is instituting new sanctioning procedures effective August 1, 1999. Any game or multi-school event sponsored by an outside agency must now be sanctioned by the NF. In addition to some minor changes in sanctioning procedures, all NF sanction forms have been changed. For further information about the changes, please contact Tony Mosa in the CIAC office.

■ State high school associations will no longer have the option to alter weigh-in procedures in high school wrestling, effective with the 1999-2000 season. The NF Wrestling Rules Committee has instituted a rule requiring that all contestants weigh in during the allotted time periods outlined in Rules 4-5-1 and 4-5-3 of the NF Wrestling Rules. In a dual meet, wrestlers shall weigh in a maximum of 1 hour and a minimum of 30 minutes before the scheduled start of the meet. In tournament competition, contestants shall weigh in at the site a maximum of 2 hours and a minimum of 30 minutes before the first session begins. Weigh-ins for subsequent days of a tournament, however, may be established by the state association.

■ Congratulations to Frank Berlinger, longtime softball official from Ansonia, who was recently inducted into the Amateur Softball Association of America's prestigious National Indicator Fraternity.